

## CENTA Certification and Micro-Credentials

### *Hallmark of excellence in teaching*

Rooted in high standards and aligned with market needs, CENTA Certification and Micro-Credentials is a certification of competencies based on in-depth, technology-enabled submissions. It is designed to recognize outstanding teaching professionals and connect them with opportunities towards merit-based career paths and professional development. Several schools and school groups are now using the CENTA Certification and Micro-Credentials in teacher recruitment, internal promotions and for supplemental roles.

The CENTA Certification comprises of five Micro-Credentials, each covering a different aspect of teaching. The CENTA Micro-Credentials can be earned independently or together (to earn the CENTA Certification).

	CENTA Micro-Credential	What it assesses
1.	<b>SUBJECT EXPERTISE</b>	Subject knowledge, Conceptual understanding and ability to relate topics through real-life examples
2.	<b>CLASSROOM COMMUNICATION</b>	Ability to teach through pedagogical methods and resources aligned with learning objectives, in different classroom settings (including online teaching-learning)
3.	<b>CONTENT DEVELOPMENT &amp; PLANNING</b>	Understanding and ability to develop content and lessons plans, considering appropriate sequence of topics and right pedagogical methods and resources
4.	<b>STUDENT ASSESSMENT &amp; REMEDIATION</b>	Knowledge of purpose and tools of assessments; ability to design appropriate assessments depending upon their objective, derive generic and student specific insights and develop appropriate remedial steps.
5.	<b>PROFESSIONAL COMPETENCIES</b>	Self-development, ability to interact and build relationships with peers, students, parents and community, problem solving ability, work planning and time management, communication skills

*Technology in Education will shortly be added as a sixth CENTA Micro-Credential. All Micro-Credentials EXCEPT for Professional Competencies are specific to different subject-grade combinations.*

All Micro-Credentials are relevant for In-service teachers, B.Ed. students, coaching/tuition centre professionals. Specific Micro-Credentials are also relevant for supplemental roles; For example, ‘Content Development and Planning’ for content developers, text book authors, curriculum designers, school resource coordinators.

### **Subject-grade combinations**

CENTA Certification is currently available in 14 subject tracks: Primary<sup>1</sup> (mix of Language, Maths and EVS), Middle School English, Middle School Maths, Middle School Science, Middle School Social Studies, High School English, High School Maths, High School Physics, High School Chemistry, High School Biology and High School Economics.

### **Levels of Certification**

- Level 1: Typically relevant for teachers with 0-3 years of experience
- Level 2: Typically relevant for teachers with 3-10 years of experience
- Level 3: Typically relevant for teachers with more than 10 years of experience

### **The process**

The entire process is online, so candidates can pursue it from anywhere. Assessments involve a mix of proctored test (with pre-announced slots in each month) and submissions into an e-portfolio system.

*For more details on CENTA Certification and Micro-Credentials, please visit [www.centa.org/certification](http://www.centa.org/certification)*

<sup>1</sup> Subject Expertise Micro Credential is not available for Primary subject. Primary track is available in English, Hindi, Tamil and Telugu

## Overview of 'Subject Expertise' Micro-Credential

### **Competencies assessed in this Micro-Credential:**

#### i. Subject Expertise:

##### **All levels**

- **Knowledge** of content and procedures of your subject.
- **Conceptual understanding** of different topics of your subject.
- Ability to **explain different topics** using appropriate **real-life examples**.

##### **Additionally for Level 2 and Level 3**

- Conceptual understanding of the **relationship among different** topics of your subject.
- Ability to give **real-life examples** which **integrate multiple topics** of your subject.

##### **Additionally for Level 3**

- Conceptual understanding of the **relationship of your subject with other subjects**.
- Ability to give **real-life examples** that **integrate your subject with other subjects**.
- Knowledge of **developments** related to your subject, which are beyond the textbook and **relate them to pre-existing knowledge**.

#### ii. **Basic written and verbal communication for all levels.**

### **Instruments used to assess this micro-credential:**

1. Proctored Test (2.0- 2.5 hours)
  - a. Multiple Choice Questions on subject<sup>2</sup> of choice and communication
  - b. Short answer based questions on subject of choice
  - c. An essay on a given topic- test of written communication
2. Two self-videos on given topics, for 1-1.5 minutes each

**The proctored Test schedule is available in the Registration Form.**

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<sup>2</sup> Subject Expertise Micro-Credential is not available for Primary (Mix of Language, Maths and EVS) test track.

## Overview of 'Classroom Communication' Micro-Credential

### **Competencies assessed in this Micro-Credential:**

#### i. Classroom Management:

##### **All levels**

- Understanding of common **classroom management techniques** for involvement, positive disciplining, addressing diversity in learning needs etc. in the type of **classroom setting**.
- **Organization of the classroom** to create conducive learning environment.
- Teaching the topic using **pedagogical methods and resources aligned with learning objectives**.
- Teaching with relatable **examples**, including using student experiences when relevant.
- Spending the **time** of the class productively and making learning participatory.
- **Theories** related to how children learn and how learning connections are made with age.
- Understanding of the **diversity in learner characteristics and learning patterns**.

##### **Additionally for Level 2 and Level 3**

- Adapting **pedagogical methods and resources** to the **learning levels** of the class and different **classroom settings**.
- **Involving all children**, addressing diversity in learning needs, and including those who are disengaged.
- **Observing** individual strengths and development areas in students and displaying **positive reinforcement**.

##### **Additionally for Level 3**

- Regularly **adapting one's own methodology** to incorporate **implicit student feedback** and **classroom situations** and keep students continuously engaged.
- Leveraging classroom situations and student experiences to **create 'live' examples**, scenarios and discussions for various topics.
- **Coaching teachers in a constructive and impactful manner**, on various aspects of classroom management (*mainly the ones listed above*).

#### ii. Verbal communication (**for all levels**):

- Use of correct **language** with ability to express a thought clearly in a **structured** manner.
- Ability to **interpret and extract relevant information** from any communication.
- **Sensitivity** in communication especially in classroom situations.

#### iii. **Basic Subject Knowledge, Understanding and Application** in any one subject of choice (out of 14 subject-grade combination options provided) and **basic written communication for all levels**.

### **Instruments used to assess this micro-credential:**

1. Proctored Test (2.0-3.0 hours)
  - a. Multiple Choice Questions on subject of choice (basic level), communication and classroom practices & classroom communication
  - b. An essay on a given topic- test of written communication
  - c. Summarizing a given audio – test of verbal comprehension.
  - d. Classroom Video Review Exercise- Provide observations for a given 10-15 minute video
  - e. Coaching exercise<sup>3</sup>- Provide feedback on the given video
2. Two Teaching Demo Videos (~15 minute each) on the given topics, with 3 questions on each.
3. Two self-videos on given topics, for 1-1.5 minutes each

##### **Additionally for Level 2 and Level 3**

4. Two Classroom Live<sup>4</sup> videos (~15 minute each), on two topics of candidate's choice<sup>5</sup>.

**The proctored Test schedule is available in the Registration Form.**

<sup>3</sup> Only for Level 3

<sup>4</sup> CENTA will share a scorecard with the candidate based on other instruments. These 'Live videos' can be submitted within 6 months of receiving the scorecard, to complete the Micro-Credential.

<sup>5</sup> Topics selected by the candidate should be different from the Demo video topics

## Overview of 'Content Development and Planning' Micro-Credential

### **Competencies assessed in this Micro-Credential:**

#### i. Content Development:

##### **All levels<sup>6</sup>**

- Knowledge of different types of **planning resources**, and the process to create each.
- Understanding of a well-written **learning objective, specific competencies** it is referring to and **general and subject-specific pedagogical methods and resources**.
- **Theories** related to how **children learn** and how **learning connections are made with age**.
- Understanding of the **diversity in learner characteristics and learning patterns**.
- Understanding of and ability to use **common technologies and ICT resources for teaching-learning process**.

##### **Additionally for Level 2 and Level 3**

- **Create learning objectives** for a given topic, keeping in view **holistic development** of children.
- Understanding of **concept linkages and order of teaching among different topics of your subject**.
- **Select/modify pedagogical methods and resources** and **create a lesson plan/ text book chapter** considering learning objectives and classroom context.
- **In-depth understanding of different technologies, their purpose** and their role in teaching learning and **inculcating technology capability in students**.

##### **Additionally for Level 3**

- **Create new resources** considering learning objectives and classroom context.
- **Create/modify a given lesson plan** for different groups of students according to their needs.
- Knowledge of **developments** related to **pedagogical methods and resources and technology in education** and ability to **critically analyze** their usage.
- Identifying the usage of ICT to **facilitate differentiated learning**.
- **Coaching teachers in a constructive and impactful manner**, on various aspects of content development and planning.

#### ii. Written communication (**for all levels**):

- Use of correct **language** and ability to express a thought clearly in a **structured** manner.
- Ability to **interpret and extract relevant information** from any communication.
- **Sensitivity** in communication.

#### iii. **Basic Subject Knowledge, Understanding and Application** in any one subject of choice (out of 14 subject-grade combination options provided) and **basic verbal communication for all levels**.

### **Instruments used to assess this micro-credential:**

1. Proctored Test 1 (2.5 - 3.0 hours)
  - a. Multiple Choice Questions on subject of choice (basic level), communication, pedagogical content knowledge & planning, child learning & diversity and technology in education
  - b. Short answer based questions on pedagogical content knowledge & planning
  - c. An essay on a given topic- test of written communication
  - d. Summarizing two given passages – test of reading comprehension
2. Proctored Test 2 (1.0 - 2.0 hours)
  - a. Answer few questions on a given Lesson Plan (**All levels**)
  - b. Create a Lesson Plan in a given context (**Additionally for Level 2 and Level 3**)
  - c. Coaching exercise - Submission of 'feedback' on a given lesson plan/ textbook chapter (**Additionally for Level 3**)
3. Two self-videos on given topics, for 1-1.5 minutes each

**The proctored Test schedule is available in the Registration Form.**

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<sup>6</sup> Content Development Micro-Credential is not available at Level 1, though Level 1 competencies would be assessed for Level 2 and Level 3.

## Overview of 'Student Assessment and Remediation' Micro-Credential

### **Competencies assessed in this Micro-Credential:**

i. Assessment and remediation

**All levels**

- Understanding of **assessment objectives, methods and tools**
- Ability to **select/ modify an assessment**, considering the assessment objectives and the classroom context.
- **Analyze** assessment results (qualitative and quantitative), **derive insights** on common and student specific misconceptions and identify **appropriate teaching strategies**.
- **Communicate feedback** on specific misconceptions.

**Additionally for Level 2 and Level 3**

- Understanding of the **best practices of assessment design**.
- **Create and implement an assessment**, considering the assessment objectives and the classroom context.

**Additionally for Level 3**

- Knowledge of **developments** related to assessment design with **critical analysis** of their usage.
- Relate **student misconceptions** with their **behavioural characteristics** as part of root cause analysis.
- **Coaching teachers in a constructive and impactful manner** on assessment design for a given context, and insights/ remediation measures derived from performance analysis.

ii. **Basic Subject Knowledge, Understanding and Application** in any one subject of choice (out of 14 subject-grade combination options provided) and **basic written and verbal communication for all levels**.

### **Instruments used to assess this micro-credential:**

1. Proctored Test (1.5 – 2 hours)
    - a. Multiple Choice Questions on Subject of choice (basic level), communication and subject specific and generic student assessment knowledge and application
    - b. Constructed Response Questions (Short answer based questions) on subject specific and generic student assessment knowledge and application
    - c. An essay on a given topic- test of written communication
  2. Assessment Exercise
    - a. Assessment Design<sup>7</sup>: Submission of an assessment which will be administered for the students
    - b. Performance data for the students on the assessment
    - c. Analysis of the performance data: Qualitative and Quantitative for the group of students as well as four specific students
    - d. Remediation measures: For the group of students as well as four specific students
  3. Two self-videos on given topics, for 1-1.5 minutes each
- Additionally for Level 3**
4. Coaching exercise: Submission of 'feedback' on an assessment design/ performance data provided by CENTA

**The proctored Test schedule is available in the Registration Form.**

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<sup>7</sup> This Micro-Credential needs access to a set of students (atleast 10), for Level 2 and 3 for whom the candidate can administer an assessment. Access to students is not required for Level 1.

## Overview of ‘Professional Competencies’ Micro-Credential

### **Competencies assessed in this micro-credential<sup>8</sup>:**

- Self-Development
  - Focus on continuous improvement through **self- reflections** and specific **professional growth initiatives** and assess their **impact on student learning outcome**.
  - On-going engagement with the profession, by **writing, researching, contributing** lesson plans, etc. and share learning in informal and formal settings.
- Teamwork, Leadership and Coaching
  - **Working well in teams** and **proactively taking initiatives** to lead one’s own classroom as well as **teams/ groups in the school, in organization activity as well as in teaching-learning activity**.
  - Understanding of **best practices for collaboration, teamwork, leadership, professional feedback and coaching**.
  - Receiving and providing **professional feedback** constructively.
  - **Coaching** teachers in a constructive and impactful manner.
- Relationship with students
  - Nurture **positive relationship** based on mutual respect.
  - Role model **positive behaviour**.
  - Develop individualised **plans for each child's learning**, by collaborating with concerned people.
  - Identify students requiring **exceptional support** and make the **case for a policy exception** to school administration if required.
- Interaction with Parents and Community
  - **Engaging** parents and community in child’s development and **leading parent and community engagement activities** at school level.
- Work Planning and Time Management
  - **Planning time**, prioritising and sequencing activities, and responding to dynamic situations.
  - Focus towards **quality** and getting into **sufficient level of detail** for a given task.
  - **Coaching peers** and less experienced colleagues in work planning and time management.
  - Define goals and develop an **appropriate plan** to achieve them.
- Understanding of policies and student safety
  - Knowledge of commonly used school, board and government **rules and policies**.
  - Explaining policies to peers, students and parents.
  - Engaging in the **process for development and updating of school policies** as well as understanding exceptions.
- Problem Solving Ability
  - Fundamental **logical ability**; e.g. ability to recognize patterns, linkages.
  - Focus on goals, their root cause analysis, assessment of **multiple approaches for problem solving** and judgement in converging from them to arrive at a decision.
- Verbal and written communication
  - Use of correct **language**.
  - Ability to express a thought clearly in a **structured** manner.
  - Ability to **interpret and extract relevant information** from any communication.
  - **Sensitivity** in communication.
- **Technological awareness**

### **Instruments used to assess this micro-credential:**

#### **All levels**

1. Proctored Test (1.5 hours)
  - a. Multiple Choice Questions on various competencies mentioned above
  - b. Short answer based questions on various competencies mentioned above

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<sup>8</sup> This Micro-Credential is not subject specific. It is also currently available only for Level 2 and level 3

- c. An essay on a given topic- test of written communication
  - d. Summarizing two given passages – test of reading comprehension
  - e. Summarizing a given audio – test of verbal comprehension.
2. Detailed information on Professional Development and Knowledge Sharing related initiatives taken up by the candidate – to be submitted in pre-defined format
  3. Submission of three weekly self-reflections
  4. Video interview by an Expert Assessor focusing on various competencies mentioned above
  5. Two self-videos on given topics, for 1-1.5 minutes each

**Additionally for Level 2 and Level 3**

6. Submission of two Child Development Plans
7. Surveys<sup>9</sup> of Principal, Sample Peers, Sample Parents and Sample Students (except for Primary grades)

**Additionally for Level 3**

8. Submission of a Plan for the vision defined by the candidate based on his/ her role
9. Coaching exercise: Choice of coaching on classroom video / content (chapter)<sup>10</sup>

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<sup>9</sup> CENTA will share a scorecard with the candidate based on other instruments. These ‘surveys’ can be submitted within 6 months of receiving the scorecard, to complete the Micro-Credential.

<sup>10</sup> If the candidate has submitted it in last 6 months as part of any other Micro-Credential, it need not be resubmitted.